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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence and (2) applicable supplementary or background information. Data were collected from the Kansas State Department of Education; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visitations by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

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KANSAS

ANNUAL EVALUATION REPORT

ED053454

Title 1 of E.S.E.A. Projects

1970

Kansas State Department of Education

Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612

Title I Elementary and Secondary Education Act of 1965, as amended

EA 003682

ED053454

KANSAS

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Paul Pickerill, Graphic Artist for the State Department of Education, prepared the cover design and title page.

INTRODUCTION

Title I of the Elementary and Secondary Education Act, 1965, (Public Law 89-10) provided federal funds for educational programs designed specifically for children living in areas with a high concentration of low income families. The basic aim of the Act was to expand and improve educational programs to meet the special educational needs of educationally deprived children.

The program was initiated during the 1965-66 school year passing through the embryonic state of a revolutionary educational venture accumulating considerable knowledge concerning the needs of educationally deprived children. With the needs fairly well established, the local educational agencies implemented programs in 1966-67 with considerable confidence and planning, provided evidence that education of the deprived children was on its way. The 1967-68 school-year, found local educational agencies capitalizing upon knowledge and experience in planning and implementing programs for underprivileged children that had proven assets. Experiences and wisdom amassed in the three previous years of implementing programs for underprivileged children was distinguishable in the 1968-69 program application. Criteria, such as the stressing of parent and community involvement and the improvement of Title I programs through the concentration of services in the most impoverished areas on the multiple needs of the most needy children, was of prime importance. All efforts were concentrated on ways to improve the quality of Title I programs. The 1969-70 program found local educational agencies deleting undeserving activities and concentrating on a fewer number of children, thus implementing programs more completely fulfilling the intent of the Act. Refinement of a program provides equal educational opportunities to all underprivileged children in a community regardless of attendance in public or non-public schools. Problems remain that only time can solve; results established only the future can authentically measure. Evidence indicates this educational venture is making headway and producing benefits and only the future may determine its true value.

The Elementary and Secondary Act of 1965 (P.L. 89-10), Title I, specified reports are to be made by four governmental units: local, state, U.S. Office of Education, and a National Advisory Council on the Education of Disadvantaged Youth. The 1969-70 Title I program reports have been completed by the local educational agency and are on file in the State Title I office, thus fulfilling the first reporting requirement.

This, the State Report, has been developed to adhere to the state outline supplied by the U.S. Office of Education; additional information collected by the State Educational Agency from local educational agencies supplements the requested second requirement as specified in P.L. 89-10, Title I Section of the Elementary and Secondary Act of 1965.

Elementary and Secondary Education Act of 1965 (P.L. 89-10), Title I Section, programs for children of low income families, amended to include programs for the Handicapped, Migrant, Neglected, and Delinquent children who are the responsibility of the Title I Section of the State Department of Education. The State Educational Agency approved Low Income Programs for 292 local educational agencies during fiscal year 1970 distributing a total grant of $ 9,466,504; ten programs for state operated institutions for the handicapped amounted to $ 508,358; ten programs for children of migrant agricultural workers amounted to $ 422,064; and two delinquent institutions programs totalling $ 95,241. The above allocations plus the $ 150,000 allowable for the State Administration constitutes the Kansas grant of $ 10,642,167.

The following breakdown listed below gives some indication of Title I programs, or phases of programs, implemented by local educational agencies in Kansas.

Activities	LEA's
Reading	260
Mathematics	142
Library	70
Physical Education	42
Kindergarten	39
Language Arts	37
Health	32
Teacher-Aide	32
Speech and Hearing Therapy	30
Nurse	29
Guidance	26
Art	24
Special Education	20
Music	20
Cultural Enrichment	18
Vocational	16
Science	15
Business	13
Lunch Program	12
Social Science	11
Psychologist	9
In-Service Training	7
Social Worker	7
Tutor	3
Psychiatrist	2

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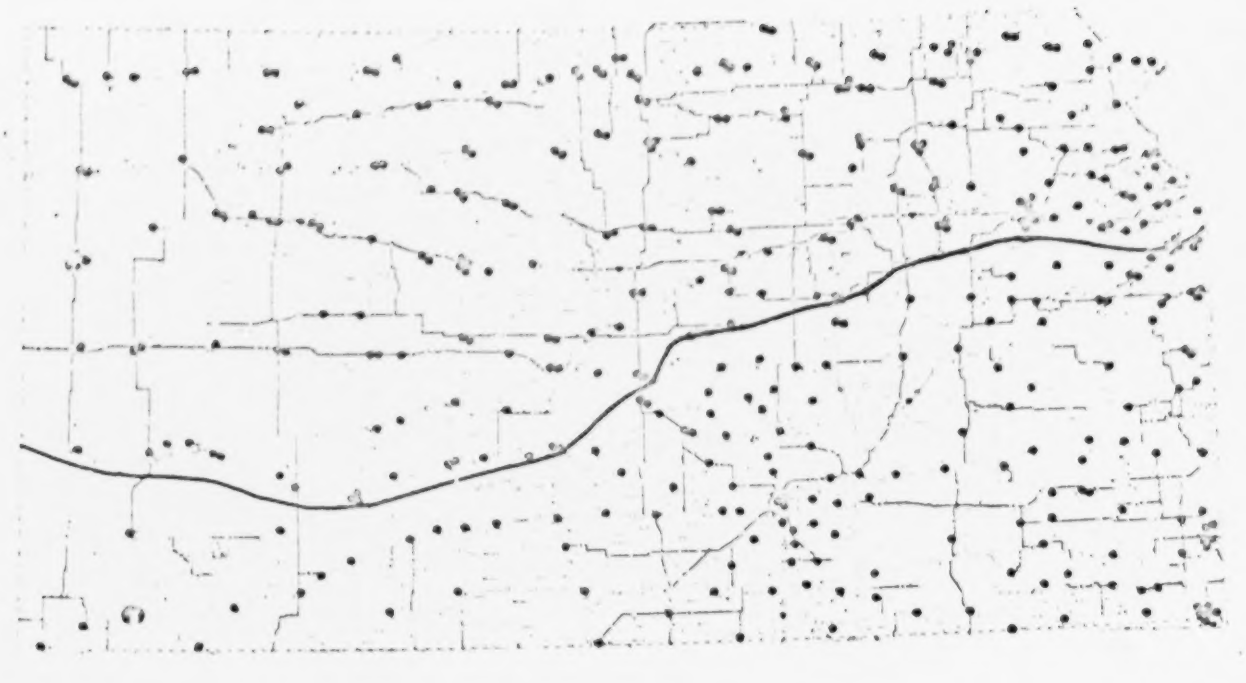
Part I

ANNUAL STATE REPORT

I. Basic Statistical Information



Geographical designations representing locations of local educational agencies operating Title I programs in the State of Kansas.

A. Total Number of Local Educational Agencies in the State

There are 311 local educational agencies in the State of Kansas; of this number, 303 are eligible to receive Title I allocations.

B. Number of Local Educational Agencies Participating in Title I Programs

1. During the regular school term only - There were 83 local educational agencies operating only regular academic school year programs.

2. During summer term only - There were 56 local educational agencies operating only summer school programs.

3. During both regular school term and summer term - There were 153 local educational agencies operating both the regular academic year and summer school Title I programs.

4. Summary - There were a total of 236 local educational agencies operating regular school term programs and a total of 209 local educational agencies operating summer school programs.

C. Number of Title I Programs

There were 292 local educational agencies operating Title I programs in Kansas during the 1970 fiscal year.

LEA's Participation in Activities

288 LEA's operating Title I programs
234 LEA's operating Title I programs during regular school term
207 LEA's operating Title I programs during the summer

NUMBER OF LEA's OPERATING ACTIVITIES

Table No. 1

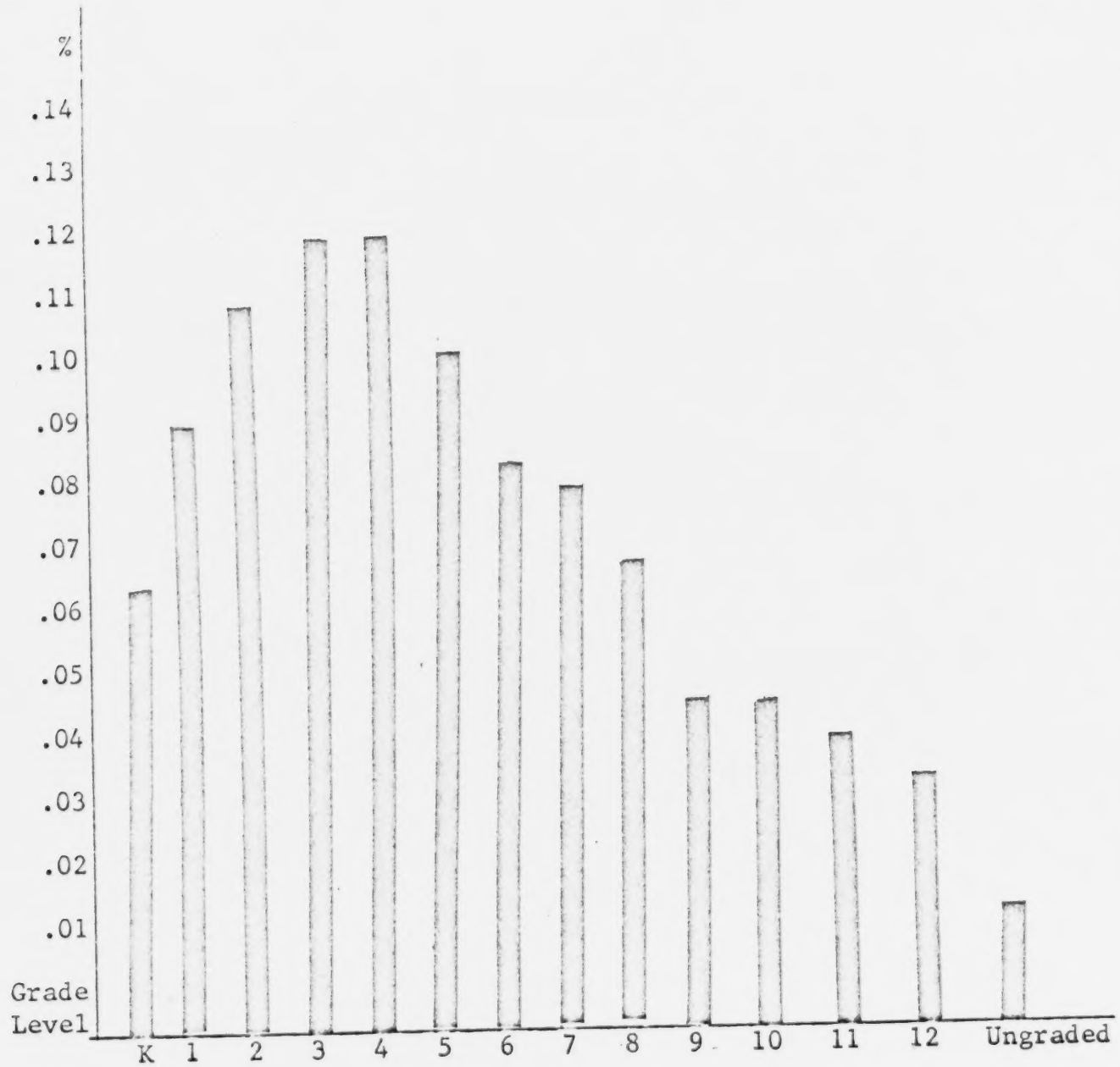
ACTIVITIES	234 REGULAR TERM	207 SUMMER TERM
Reading	218	184
Mathematics	66	119
Library	59	19
Health - Nurse	56	8
Kindergarten	38	11
Counseling	30	14
Physical Education	25	17
Speech Therapy	23	16
Special Education	22	2
Handicapped	20	5
Psychologist	14	0
Art	14	7
Language Arts	13	7
Music	12	6
Food	10	4
Social Worker	8	2
Cultural Enrichment	8	10
Social Science	8	5
English	5	1
Industrial Arts	4	0
Tutoring	3	0
Home Economics	3	0

D. Unduplicated Count of Title I Participants per Grade Level

Table No. 2

Grade	Public School Children	Non-Public School Children	Total per Grade	Percentage
K	4144	42	4186	.060
1	6095	362	6457	.093
2	7186	301	7487	.108
3	7652	408	8060	.117
4	7320	414	7734	.112
5	6724	358	7082	.102
6	5367	304	5671	.082
7	5148	203	5351	.077
8	4558	186	4744	.068
9	3326	126	3452	.050
10	3246	113	3359	.048
11	2506	114	2620	.038
12	2069	88	2157	.031
Ungraded	933	6	939	.014
Total	66274	3025	69299	100%

Total allocation ----------$ 9,466,504.00
Total number participants---------- 69,299
Average cost per pupil---------- 136.60



Graph I - Student participation per grade level

Table No. 3

Percentage of Children Participating in Title I Programs by Ethnic Characteristics						
White	Negro	American Indians	Puerto Rican	Mexican American	Other	Total
.7161	.2492	.0072	.0003	.0243	.0029	100%

II. SEA Title I Staff Visitations

There were 292 local educational agencies operating Title I programs in the state during fiscal year 1969-70. The state is divided into two areas, as noted by the dark, almost horizontal, line on the geographic location map on page 1. There are two program consultants, one evaluation consultant and one director on the Title I staff. One program consultant is assigned to the upper half of Kansas and the other consultant is responsible for the southern half of the state. The goal of the department was to attempt visitations to all new project coordinators and approximately 50 percent of the balance. This was a change of policy from the previous goal of attempting to visit every local agency, which only permitted a very short period of time at each location. The new policy was an attempt to monitor the projects visited more throughly spending considerable more time at each LEA visited. Visits were made to 51 percent of the 148 local educational agencies in the northern half of the state, while 40 percent of the 154 locals in the southern half of the state were monitored. Of the 292 local educational agencies operating 1970 Title I programs 47 percent were throughly monitored. A more successful monitoring of Title I programs will be conducted in the future as two additional program consultants will be employed for fiscal year 1971; thus, each consultant will be responsible for approximately 73 local educational agencies.

Proportion of Visits by Objectives

Planning----------20%
Program Development----------25%
Program Operation----------25%
Evaluation----------20%

All phases of Title I programs were monitored during each visit to local agencies. The percentages offered above represent the approximate length of time allocated to the performance of each objective during the monitoring process. The above tabulations consist only of the initial scheduled visitations, many LEA's request additional consultation as problems arise and the requests are always honored although no record of those calls are on file.

The planning phase of the visits was designed to aid the local administrators and coordinators in developing Title I projects that would meet both the local educational needs and the intent of the law. Program planning and development is also discussed at the spring conferences, conducted by the Title I staff, for LEA personnel involved in Title I programs. Program operation visits were designed to monitor the programs in progress. This included the observation of project activities, students involved, equipment, and conferences with program coordinators and their

staff. The on-site visitations have proven most valuable to both the LEA and SEA. This, coupled with the evaluation, aids materially in the planning and development of the most profitable activities. The LEA's are developing a better understanding of the intent of Title I, that it is categorical aid--not general aid--intended for children from low income families and/or with poor academic performance. They are doing a more efficient job of meeting local needs and following regulations and guidelines in terms of their own community. Through the vast amount of program observations, the state consultant has also increased his capabilities and is better prepared to give advice and make recommendations to the LEA personnel.

The project consultants schedule all visitations in advance. A copy of the Title I visitation checklist was sent to each LEA in the Title I monthly newsletter. (See appendix for sample copy) This enabled them to be familiar with the objectives of the visitation and understand what the project consultant was going to check.

The evaluation consultant advises all LEA's in the state concerning the evaluation of their Title I programs. An evaluation guideline is designed and revised each year and placed in the hands of all concerned at or near the beginning of the project. The evaluation process and the guidelines are on the agenda during the annual conferences sponsored by the Title I staff for all administrators and program coordinators throughout the state each spring. No definite schedule of visitations has been arranged by the evaluation consultant; as time permits, he alternates sections of the state by accompanying first one project consultant and then the other on their scheduled visits.

The Title I Director, Project and Evaluation Consultants, in a body, visit each LEA classified in the SMSA (Standard Metropolitan Statistical Area) A classification monitoring various activities each year.

Auditors from the Finance Section of the State Department of Education visit every LEA annually and audit the Title I budgets.

III. Procedures to Improve Title I Programs During the Past Three Years

A. Quality Improvement

A series of conferences, geographically located for LEA's convenience, are conducted by the state educational agency each year. Administrators, Federal Program Coordinators and

other interested personnel from public, non-public, handicapped, delinquent and neglected schools and institutions attend these meetings. The application, evaluation, and other relevant information; as well as, answering questions, comprise the agenda. There were eight meetings held in the spring of 1970. Eighty-nine percent of the LEA's were represented at the meetings this past year, as compared with 78 percent attendance in fiscal year 1969. Forty-five percent of the LEA's not attending sponsor summer programs only. (See appendix)

Three workshops were held in the state concerning Title I financial and evaluation aspects. Title I personnel and auditors, from the School Finance Section of the State Department of Education, conducted the sessions. Topics of discussion were: methods of allocation, accounting procedures, inventories and audits, evaluation, submitting the application and budgets, and revision of budgets. Local educational agency administrators, project coordinators, bookkeepers, clerks, evaluators and other interested personnel attended the workshops.

A complete guideline and instructions for submitting applications for Title I programs is compiled for each fiscal year by the state educational agency. This guideline contains information such as: complete directions for planning and developing a program, process of completing the application (completed samples for all forms), definitions, fiscal and accounting provisions, evaluation procedures, and copies of all forms to be used in the implementation of Title I programs. This instruction book contains solutions to many problems and the answers to many questions that may arise in fulfilling the requirements necessary to obtain a Title I program.

Title I state educational agencies in Regions III and IV meet twice a year to discuss common problems. The last meeting was held in Santa Fe, New Mexico; attendance comprised representatives from North Dakota, South Dakota, Missouri, Nebraska, Wyoming, Colorado, Utah, New Mexico, Iowa, Kansas and regional U. S. Office of Education directors. The states alternate as host, each planning the agenda for a two-day meeting. USOE personnel and other educational specialists are invited to participate in the meetings. Directors, program specialists, finance consultants, and evaluators meet in separate related position groups discussing problems, solutions and experiences. The last session of the meeting is devoted to reports made by the recorders that have been previously designated by the groups. These meetings have proved to be very valuable; the associations, as well as the information distributed and accumulated, is priceless.

One year, the state educational agency organized an inservice training team composed of four well-qualified experienced

reading teachers. An LEA could obtain the whole team or any part of it to conduct a one or two-day workshop for their teaching personnel. All requests were voluntary and the scheduling was handled in the state Title I office. Most of the workshops were held on Saturdays and during the summer months.

A reading specialist from one of the state teacher training colleges, was employed by the state educational agency to conduct two-day workshops. The location of the workshops was determined by a survey of interested prospective participants. A total of eight workshops were conducted in the state during this fiscal year.

A newsletter is published the first of each month by the state educational agency. This Title I newsletter is mimeographed and contains information concerning legislation, reports, deadlines, procedures, special projects, related articles of publication, and other items of interest. The mailing list includes all LEA's and other interested personnel in the state.

An advisory counsel, composed of school superintendents representing various size school populations, meet with the Title I staff to discuss Title I compensatory programs. This has been an ad hoc committee functioning at the request of the Title I Director. New improvements and ideas were evaluated, procedures and regulations discussed, suggestions and ideas appraised. This opportunity to meet in a small group with men in the field, facing the problems directly, proves to be very practical and beneficial.

Inservice training of teacher aides has received high priority. The state educational agency established criteria for teacher aides, enabling the LEA's to comply with the State Department of Education regulations. Such information as duties, responsibilities, suggestions for inservice training, and other recommendations all lead to more successful participation of teacher aides in the Title I programs.

The state educational agency encourages the LEA's to develop better ways of involving teachers, parents and community organizations in planning the Title I program activities.

Programs, not fully complying with the intent of the law, are being phased out of the Title I program: example - kindergarten. Other activities having tendencies of becoming general aid, such as, library and personal services, are being pro-rated in many instances.

The percentage of the LEA's allocation of funds allowable for equipment and supplies has been reduced and limited to a designated figure. Construction and the purchase of portable buildings have been completely eliminated from the program.

Many forms have been devised, all of which enables the LEA's to do an improved job of reporting and at the same time furnish the state educational agency with information necessary to the successful operation of the program and the compliance with Federal requests and regulations.

Local educational agencies are requested to present preliminary application for Title I programs to the state educational agency. Different methods of advisement has been practiced. Some project directors bring the preliminary forms into the Title I office for consultation with the project consultant. At other times, usually at locations quite some distance from the State Department of Education, the Title I coordinator notifies several LEA's that he will be at a designated location in their territory for a specified length of time and will be available for personal interviews. There are always a few project coordinators unable to meet for personal interviews so they send penciled copies to the Title I consultant, which generally leads to a telephone conversation.

Cooperation between the State Department of Education Auditing Section and the state educational agency contributes significantly toward the improvement of Title I programs. The auditors audit all LEA Title I budgets every year and "write up" their findings, which they present to the state Title I consultants who in turn "follow up" on the audit report.

B. Insure Proper Participation of Non-Public School Children

The state educational agency devised a form labeled "Public-Private Schools" to be completed by the LEA, which becomes a part of the project application. This agreement requires the signatures of both the public school representative and the private school representative. The form is in triplicate; white for the state agency, pink for local agency and green for the private school. (See sample in appendix)

The State Department of Education sponsors an annual meeting composed of representatives from all non-public schools in the state. The objective of the meeting is to keep non-public school officials informed concerning the activities and services of the State Department of Education. The director of each section of the State Department of Education attends the meeting participating on the agenda which involves giving information, as well as answering questions.

The state Title I director participates in meetings composed of representatives from non-public schools within a specific diocese.

A communication, explaining the status and privileges of non-public schools in relationship to the Title I programs was sent to all public school superintendents and program coordinators by the state director of Title I. (See example in appendix)

Local educational agencies are intermittingly informed in the "Title I Newsletter" that it is mandatory to involve all economically deprived children in the community in Title I program planning regardless of the school attendance center.

The Title I consultants, monitoring programs on site visits, investigate the actual extent of non-public school children participation.

C. Modify Local Projects in the Light of State and Local Evaluation

A revised "Evaluation Guideline for Title I Projects" is distributed to all participating local educational agencies. The format for the 1970 guideline was adopted from the "Guide for Authors", in preparing evaluation reports of educational programs developed by the American Institutes for Research in the Behavioral Sciences, Palo Alto, California.

The state educational agency consistantly encourages assessment of all activities composing the local educational agencies programs. It is recommended that provisions for diagnosing each participant to insure that the project is in fact serving the child.

Greater emphasis must be placed on the early identification of specific problems of learning. Behavioral characteristics developed must be capable of recognition and measurement in order to insure the accomplishment of the educational objective. Changes related to evaluation have been in terms of more thoroughness and increased sophistication in method and design. Local educational agencies are informed to carefully diagnose evaluation results of all activities. Ocassionally a change in teaching techniques or curriculum revision accomplishes the desired objective. Then again, it is necessary to change the program and use another approach to achieve the preferred goals.

The evaluation of the previous program is reviewed by the project consultant before the program application is renewed for another school term.

The evaluation consultant, from the state educational agency, frequently participates in workshops conducting in-service training sessions for local educational agency staff members. Evaluation procedures, objective writing and behaviorial characteristic recognition are topics of discussion.

Skill, in evaluating educational programs, is improving and is becoming clearly recognizable in the quality of the Title I programs appearing each new fiscal year.

IV. Effect Upon Educational Achievement

A. Measurements of Educational Achievement

Kansas does not have a state-wide testing program for elementary grades. Each LEA specifies its own testing program using as its guide the desires, experiences or prejudices, as the case may be, of the administrative staff, guidance counselor and the Title I Staff. The most commonly used tests in the Title I programs were:

Gates-MacGinitie Reading Test
Metropolitan Achievement Test
Stanford Achievement Test
California Achievement Test
[illegible] Achievement Test
Iowa Test of Basic Skills

A student data sheet was used to collect information on each student. (See appendix for sample of student data sheet and instructions for its use.) Data collected included grade level, age, sex, ethnic group, public or non-public school, IQ, Title I activities, participation past and present, pre-test and post-test results. Local educational agencies were asked to report this data on all Title I reading students. Length of time allocated for collection of this individual information, its availability, numerous mistakes and obstacles, limited the usability of the data compiled. The data was programmed by our Statistical Services Section. Information reclaimed separated the students by grade level, sex, and IQ range showing the pre-test and post-test grade placement for each student. The summation of the pre-test and post-test results represent different publishing companies. However, each individual pre-test and post-test given was from the same publishing company and all scores were converted to grade equivalency. The average time span between the pre-test and post-test was eight months from the middle of September to the middle of May. The data is presented for each grade from the second through the eighth. The grade is divided into four IQ ranges, namely, 80-89, 90-99, 100-109, and 110-119. The IQ range is separated by sex, presenting the number tested, pre-test and post-test grade equivalency showing grade placement gain for each.

Interpretation Example:
Girls (Grade 3)

IQ Range	Number Tested	Pre-Test	Post-Test	Gain
80-89	200	2.41	3.25	.84

Two hundred girls with IQ's ranging from 80-89, averaged grade equivalency of 2nd grade plus 4 and .1 months at the time of the pre-test advancing to the 3rd grade plus 2 and .5 months equivalency at the time of the post-test achieving an 8 and .4 months gain in grade level.

Average Instructional Reading Grade Level Gains of Title I Reading Students

Table No. 4

	Mean Instructional Reading Grade Level							
Grade 2	GIRLS				BOYS			
IQ Range	Number of Students	Pre-Test	Post-Test	Gain	Number of Students	Pre-Test	Post-Test	Gain
80-89	68	1.46	2.16	.70	89	1.39	1.94	.55
90-99	101	1.54	2.36	.82	165	1.52	2.26	.74
100-109	71	1.58	2.57	.99	120	1.64	2.50	.86
110-119	36	1.71	2.85	1.14	42	1.69	2.75	1.06
TOTAL	276	1.55	2.43	.88	416	1.54	2.31	.77

80-89 IQ Range: 41% of the girls gained one grade level or more. The average gain for this 41% was 1 year and 3 months; the average gain for the remaining 59% was 3.3 months. 30% of the boys gaining one or more grade level averaged 1 year and 1.9 months; the remaining 70% averaged 3.1 months gain.

90-99 IQ Range: 53% of the girls gained one grade level or more. The average gain for this 53% was 1 year and 3.3 months; the average gain for the remaining 47% was 2.3 months. 43% of the boys gaining one or more grade level averaged 1 year and 2.6 months; the remaining 57% averaged 3.1 months gain.

100-109 IQ Range: 55% of the girls gained one grade level or more. The average gain for this 55% was 1 year and 4 months; the average gain for the remaining 45% was 3.3 months. 48% of the boys gaining one or more grade level averaged 1 year and 3 months; the remaining 52% averaged 4.3 months gain.

110-119 IQ Range: 58% of the girls gained one grade level or more. The averaged gain for this 58% was 1 year and 5.2 months; the average gain for the remaining 42% was 6 months. 50% of the boys gaining one or more grade level averaged 1 year and 5.8 months; the remaining 50% averaged 5.4 months gain.

Average Instructional Reading Grade Level Gains of Title I Reading Students

Table No. 5

Mean Instructional Reading Grade Level								
Grade 3	GIRLS				BOYS			
I Q Range	Number of Students	Pre-Test	Post-Test	Gain	Number of Students	Pre-Test	Post-Test	Gain
80-89	76	2.06	2.83	.77	118	2.13	2.71	.58
90-99	147	2.20	3.07	.87	238	2.06	2.88	.82
100-109	94	2.48	3.29	.81	241	2.32	3.17	.85
110-119	37	2.47	3.12	.65	79	2.55	3.47	.92
TOTAL	354	2.27	3.08	.81	676	2.22	3.02	.80

80-89 IQ Range: 45% of the girls gained one grade level or more. The average gain for this 45% was 1 year and 2.7 months; the average gain for the remaining 55% was 3.4 months. 38% of the boys gaining one or more grade level averaged 1 year and .9 months; the remaining 62% averaged 2.2 months gain.

90-99 IQ Range: 59% of the girls gained one grade level or more. The average gain for this 59% was 1 year and 3.2 months; the average gain for the remaining 41% was 3.4 months. 53% of the boys gaining one or more grade level average 1 year and 3.1 months; the remaining 47% averaged 2.5 months gain.

100-109 IQ Range: 47% of the girls gained one grade level or more. The average gain for this 47% was 1 year and 3.5 months; the average gain for the remaining 53% was 4.4 months. 44% of the boys gaining one or more grade level averaged 1 year and 4.8 months; the remaining 56% averaged 3.4 months gain.

110-119 IQ Range: 54% of the girls gained one grade level or more. The average gain for this 54% was 1 year and 4.2 months; the average gain for the remaining 46% was 4.8 months. 49% of the boys gaining one or more grade level averaged 1 year and 5.3 months; the remaining 51% averaged 3.3 months gain.

Average Instructional Reading Grade Level Gains of
Title I Reading Students

Table No. 6

Mean Instructional Reading Grade Level								
Grade 4	GIRLS				BOYS			
I Q Range	Number of Students	Pre-Test	Post-Test	Gain	Number of Students	Pre-Test	Post-Test	Gain
80-89	63	2.84	3.76	.92	139	2.81	3.49	.68
90-99	132	3.08	3.89	.81	194	2.93	3.97	1.04
100-109	107	3.37	4.38	1.01	182	3.12	4.02	.90
110-119	38	3.28	4.12	.84	81	3.29	4.42	1.13
TOTAL	340	3.15	4.06	.90	596	3.00	3.93	.93

80-89 IQ Range: 56% of the girls gained one grade level or more. The average gain for this 56% was 1 year and 3.7 months; the average gain for the remaining 44% was 4.3 months. 44% of the boys gaining one or more grade level averaged 1 year and 4 months; the remaining 56% averaged 3.2 months gain.

90-99 IQ Range: 57% of the girls gained one grade level or more. The average gain for this 57% was 1 year and 3.6 months; the average gain for the remaining 43% was 1.9 months. 60% of the boys gaining one or more grade level averaged 1 year and 5.4 months; the remaining 40% averaged 3.7 months gain.

100-109 IQ Range: 68% of the girls gained one grade level or more. The average gain for this 68% was 1 year and 4.5 months; the average gain for the remaining 32% was 3.6 months. 58% of the boys gaining one or more grade level averaged 1 year and 4.2 months; the remaining 42% averaged 3.7 months gain.

110-119 IQ Range: 58% of the girls gained one grade level or more. The average gain for this 58% was 1 year and 3.2 months; the average gain for the remaining 42% was 2.8 months. 62% of the boys gaining one or more grade level averaged 1 year and 6.1 months; the remaining 38% averaged 5.7 months gain.

Average Instructional Reading Grade Level Gains of
Title I Reading Students

Table No. 7

Mean Instructional Reading Grade Level								
Grade 5	GIRLS				BOYS			
I Q Range	Number of Students	Pre-Test	Post-Test	Gain	Number of Students	Pre-Test	Post-Test	Gain
80-89	58	3.42	4.14	.72	90	3.13	3.88	.75
90-99	104	3.88	4.69	.81	163	3.74	4.61	1.33
100-109	91	4.29	5.16	.87	153	4.07	5.12	1.05
110-119	40	4.68	5.68	1.00	70	4.42	5.29	.87
TOTAL	293	4.03	4.86	.83	476	3.83	4.74	.91

80-89 IQ Range: 48% of the girls gained one grade level or more. The average gain for this 48% was 1 year and 3 months; the average gain for the remaining 52% was 1.9 months. 44% of the boys gaining one or more grade level averaged 1 year and 5 months; the remaining 56% averaged 1.6 months gain.

90-99 IQ Range: 53% of the girls gained one grade level or more. The average gain for this 53% was 1 year and 3.7 months; the average gain for the remaining 47% was 1.5 months. 57% of the boys gaining one or more grade level averaged 1 year and 3.9 months; the remaining 43% averaged 1.6 months gain.

100-109 IQ Range: 58% of the girls gained one grade level or more. The average gain for this 58% was 1 year and 3.4 months. the average gain for the remaining 42% was 3.7 months. 61% of the boys gaining one or more grade level average 1 year and 6.5 months; the remaining 39% averaged 2.3 months gain.

110-119 IQ Range: 63% of the girls gained one grade level or more. The average gain for this 63% was 1 year and 4.1 months; the average gain for the remaining 37% was 4.3 months. 54% of the boys gaining one or more grade level averaged 1 year and 5.6 months; the remaining 46% averaged 2.6 months gain.

Average Instructional Reading Grade Level Gains of
Title I Reading Students

Table No. 8

Mean Instructional Reading Grade Level								
Grade 6	GIRLS				BOYS			
I Q Range	Number of Students	Pre-Test	Post-Test	Gain	Number of Students	Pre-Test	Post-Test	Gain
80-89	67	4.11	4.85	.74	87	4.01	4.80	.79
90-99	88	4.46	5.27	.81	130	4.48	5.37	.89
100-109	78	4.98	5.97	.99	112	4.87	5.81	.94
110-119	60	5.81	6:56	.75	78	5.39	6.50	1.11
TOTAL	293	4.80	5.62	.82	407	4.66	5.58	.92

80-89 IQ Range: 55% of the girls gained one grade level or more. The average gain for this 55% was 1 year and 2.6 months; the average gain for the remaining 45% was 1.3 months. 60% of the boys gaining one or more grade level averaged 1 year and 5.7 months; the remaining 40% averaged 1.4 months gain.

90-99 IQ Range: 59% of the girls gained one grade level or more. The average gain for this 59% was 1 year and 3.6 months; the average gain for the remaining 41% was 1 month. 63% of the boys gaining one or more grade level averaged 1 year and 5.8 months; the remaining 37% averaged .3 months gain.

100-109 IQ Range: 56% of the girls gained one grade level or more. The average gain for this 56% was 1 year and 6.5 months; the average gain for the remaining 44% was 3.1 months. 69% of the boys gaining one or more grade level averaged 1 year and 5.4 months; the remaining 31% averaged 4.7 months gain.

110-119 IQ Range: 58% of the girls gained one grade level or more. The average gain for this 58% was 1 year and 5.1 months; the average gain for the remaining 42% was 1.1 months. 67% of the boys gaining one or more grade level averaged 1 year and 3 months; the remaining 33% averaged 2.5 months gain.

Average Instructional Reading Grade Level Gains of
Title I Reading Students

Table No. 9

Mean Instructional Reading Grade Level								
Grade 7	GIRLS				BOYS			
I Q Range	Number of Students	Pre-Test	Post-Test	Gain	Number of Students	Pre-Test	Post-Test	Gain
80-89	44	4.81	5.63	.82	96	4.63	5.49	.86
90-99	72	5.58	6.35	.77	122	5.27	6.39	1.12
100-109	75	6.15	7.12	.97	97	5.71	7.12	1.25
110-119	25	6.74	8.24	1.50	46	6.48	8.03	1.55
TOTAL	216	5.75	6.69	.94	361	5.37	6.56	1.19

80-89 IQ Range: 64% of the girls gained one grade level or more. The average gain for this 64% was 1 year and 6.2 months; the average gain for the remaining 36% was 1.5 months. 59% of the boys gaining one or more grade level averaged 1 year and 5.5 months; the remaining 41% averaged .4 months gain.

90-99 IQ Range: 64% of the girls gained one grade level or more. The average gain for this 64% was 1 year and 5.1 months; the average gain for the remaining 36% was .8 months. 67% of the boys gaining one or more grade level averaged 1 year and 5.8 months; the remaining 33% averaged 4.1 months gain.

100-109 IQ Range: 63% of the girls gained one grade level or more. The average gain for this 63% was 1 year and 6.9 months; the average gain for the remaining 37% was 1.5 months. 69% of the boys gaining one or more grade level averaged 2 years and 0 months; the remaining 31% averaged .9 months gain.

110-119 IQ Range: 84% of the girls gained one grade level or more. The average gain for this 84% was 2 years and 2.4 months; the average gain for the remaining 16% was 2.2 months. 83% of the boys gaining one or more grade level averaged 2 years and .3 months; the remaining 17% averaged 2.4 months gain.

Average Instructional Reading Grade Level Gains of
Title I Reading Students

Table No. 10

Mean Instructional Reading Grade Level								
Grade 8	GIRLS				BOYS			
I Q Range	Number of Students	Pre-Test	Post-Test	Gain	Number of Students	Pre-Test	Post-Test	Gain
80-89	32	5.75	6.65	.90	39	5.59	6.62	1.03
90-99	55	6.19	7.21	1.02	67	5.68	6.99	1.31
100-109	34	6.92	7.86	.94	58	7.17	8.27	1.10
110-119	19	8.03	9.18	1.15	21	7.52	9.06	1.21
TOTAL	140	6.52	7.51	.99	185	6.34	7.55	1.21

80-89 IQ Range: 44% of the girls gained one grade level or more. The average gain for this 44% was 1 year and 8.8 months; the average gain for the remaining 56% was 3.7 months. 56% of the boys gaining one or more grade level averaged 1 year and 8.4 months; the remaining 44% averaged .9 months gain.

90-99 IQ Range: 55% of the girls gained one grade level or more. The average gain for this 55% was 1 year and 7.2 months; the average gain for the remaining 45% was .8 nths. 72% of the boys gaining one or more grade level aver d 1 year and 8.8 months; the remaining 28% averaged .7 months gai

100-109 IQ Range: 53% of the girls gained one grade level or more. The average gain for this 53% was 1 year and 7.7 months; the average gain for the remaining 47% was 6.4 months. 59% of the boys gaining one or more grade level averaged 2 years and .4 months; the remaining 41% averaged 2.5 months gain.

110-119 IQ Range: 79% of the girls gained one grade level or more. The average gain for this 79% was 1 year and 4.7 months; the average gain for the remaining 21% was 1.6 months. 67% of the boys gaining one or more grade level averaged 2 years and 1 month; the remaining 33% averaged 4.2 months gain.

B. Observations Gathered from Tables

The tables presenting average instructional grade level gains of Title I reading students do not represent all of the participants in the Compensatory Reading Program. Individuals were omitted for the following reasons:

1. Omission of students' IQ score
2. Omission of either pre-test of post-test score
3. Pre-test different from post-test
4. Time span between pre-test and post-test
5. Sex not identified
6. Questionable errors in reporting or programming

Students enrolled in Title I reading programs are children possessing reading problems. It is noted the reading grade level indicated in the pre-test is lower than the expected grade level for average students. This fact remains, in most instances, in the post-test at the end of the training period. However, the mean reading level gains are encouraging. It would probably be unreasonable to expect students with reading problems to make reading level gains equal to, or greater than, students without reading problems who are average, and possibly above average scholastically.

A few observations are noted as follows:

1. Boys out-numbered the girls in Title I reading programs
2. The reading grade level increases as the IQ range increases in both the pre-test and post-test
3. In most instances, the grade level gain increases as the IQ range increases
4. Generally the girls' reading grade level is higher than the boys' reading grade level on the pre-test
5. Boys' reading grade level gain is greater than the girls' reading grade level gain in grades 4 through 8 in most IQ ranges
6. Boys' reading grade level gain in grades 7 and 8 represent the greatest improvement and exceeds the girls' reading grade level gain at every IQ range

4 IQ ranges in 7 grade levels constitute a total of 28 IQ ranges. 53 to 84 per-cent of the girls increased 1 or more grade levels in 23 of the IQ ranges. The grade level gain increase ranged from 1 year, 3 months, to 2 years, 2.4 months. 41 to 48 per-cent of the girls in the remaining 5 IQ ranges gaining 1 or more grade levels increased 1 year, 2.7 months, to 1 year 8.8 months grade level gain.

50 to 83 per-cent of the boys increased 1 or more grade levels in 20 of the IQ ranges. The grade level gain increase ranged from 1 year, 3 months, to 2 years, 3 months in the 20 IQ ranges. 30-49 per-cent of boys in the remaining 8 IQ ranges gaining 1 or more grade level increased 1 year, .9 months, to 1 year, 5.3 months grade level gain.

C. Common Characteristics of Effective Projects

Local educational agency evaluation reports consistantly show a wide variety of techniques being implemented in the attempt to solve the multitude of problems confronting disadvantaged children. Effective programs are characterized by the thoroughness in surveying the needs of the children and careful planning in designing programs to meet these needs. The more successful projects made, the greater effort to involve the parents and the community in assessing needs of the children and program planning. Projects adapting to individualized instruction are most effective in improving educational achievement. Children are more responsive to increased attention and individual assistance from the teacher. As the children experience success they feel more secure and their attitude toward school improves. As their attitude and confidence increases, a noticeable improvement in progress is evident.

Small group instructions, by special teachers, present greater probability of achievement than regular class instruction by the regular teacher. The children needing special attention have a much better opportunity to express themselves in small groups, where more freedom prevails than in the more formalized classroom. They are among students of similar intellectual caliber and do not feel so tense and inferior. To achieve, children must be permitted to study at their own grade level and advance at their own speed. Individualized instruction, small class size, books and reading material geared to different levels of learning, special equipped classrooms, advantages of cultural enrichment activities, etc., have all contributed to the fulfillment of effective programs.

Projects of a comprehensive nature are more successful than those confined to one activity. Local educational agencies with sufficient funds to utilize the services of ancillary personnel to diagnose and treat the "whole" child are most successful in bringing the school, the parent and the child in a more receptive temperament inducive to educational achievement. The addition of social workers, consultants, psychologists, nurses, guidance personnel all contribute services and supplemental supervisory personnel all contribute services beyond comprehension in the total development of a Title child. A mediocre project often becomes highly successful with the addition of the components mentioned.

Summarized, the common characteristics of Title I projects most effective in improving educational achievement were:

1. Effective programs developed according to needs of the children using methods and techniques not commonly used in the regular curriculum

2. Full support and enthusiasm of the teachers and administrators concerning the program activities

3. Involvement of parents and community in program planning to meet the needs of the children

4. Individualized instruction, one to one or in small groups

5. Adequate equipment and sufficient teaching supplies

6. Ancillary personnel to diagnose, treat and advise

D. Effectiveness of Projects Related to Cost

Hard data to prove that effectiveness of Title I projects is related to cost is not available. Isolated examples verify this to be true, such as; one LEA selected using a small number of participants as a directive. This LEA took seven eighth-graders, all two grade levels below average, spent $7,500 on nine months of extensive training and the group averaged 2.36 grade level gain -- four of the group achieved over 3 grade level increase. More examples can be cited to show similar results, but this by no means can be used as state-wide evidence to related effectiveness vs cost. The project consultants report that during their on-site visits, the LEA's concentrating on a fewer number of children strictly adhering to categorical aid, are the most enthusiastic concerning the benefits of their programs. General observation of the attitudes gathered at this time all point toward this conclusion. The remedial room radiates a positive atmosphere of learning. There can be no doubt that enthusiasm, interest, and positive attitude are certainly necessary ingredients to promote achievement.

Subjective evaluations presented in LEA reports appear to substantiate positive relationship between per-pupil-cost and program effectiveness. Teachers, project coordinators, and principals all express opinions pointing toward the conclusion that the greater the concentration of effort, the greater the effectiveness of instruction. As a final contribution, it must be realized that one of the factors determining effectiveness is the quality of the administration and teachers involved and this too often has direct relationship to quantity of available funds.

V. Title I Program Effects

A. State Educational Agency

Title I section of the Elementary and Secondary Act of 1965, 89-10, provided for educational programs designed specifically for children living in areas with high concentration of low-

income families. With the passage of the law, a new section was created in the State Department of Education to implement the program. This section was placed in the Instructional Services Division of the State Department organization. Four experienced public school administrators, a director, two program consultants and one evaluation specialist, were employed to administer the program. At the close of fiscal year 1970, the size of the Title I Section remained the same, some personnel have changed, but the number remains constant. However, one additional program specialist will be employed during the coming year, increasing the total professional people to five with a secretarial force of four.

Effective liasion has been established between the Title I Section and other divisions in the State Department of Education. The nature of work involves close cooperation with sections of Curriculum, Certification, Special Education, Guidance, Finance, Accreditation, and all Federal programs. In fact, there is a very small portion of the State Department of Education that does not come into contact with the services extended by the Title I Section. This contact, no doubt, has made all sections more aware of the needs for education of economically and scholastically deprived children.

After five years of programs, the state educational agency is stressing more and more adherence to the intent of Public Law 89-10, Title I, categorical aid for the underprivileged child. Programs possessing any resemblance of general aid have been eliminated, needs assessment of the children and the parental advisory groups all contribute to a more beneficial educational venture. Equipment has been purchased; LEA's have adjusted; testing programs have been initiated; faculty has been acclimated; the "machinery" has been set up and tried, all of which enables the LEA's to categorize the children needing additional training involving special methods and techniques of instruction. Thus, a section of the State Department of Education is now extending services to LEA's in areas not previously staffed.

B. Local Educational Agency

Program quality is related to the competency of the administration of the programs. Local educational agencies have been able to employ additional administrative personnel to act in the capacity of Title I directors or coordinators at the local level. The addition of specialized personnel, in both remedial and special services curriculum have contributed immeasurabley. School systems have had to take a look at curriculum and teaching practices in the light of all the children. Several unmet needs, such as remedial studies, personal services, and parent involvement have come to a full realization of importance. The recognizable conclusion is that all children can be taught to some degree; that the

slow learner was dropping out because of inadequacies due to curriculum and teaching techniques; that it is the responsibilty of the school to provide an education to meet the needs of all children.

Local educational agencies administrators have realized that teachers needed extra help in increasing their instructional proficiency and to better understand the underprivileged children and their problems through the need for training in new teaching methods, techniques and the use of modern teaching machines. Many activities and services started by Title I have proven so successful that the local community is now willing to support them for all the children and not just the educationally deprived. The importance of evaluation has been realized and has spread over the entire school curriculum. New programs have been initiated and old offerings have been strengthened to better meet the needs of all the children.

Some of the effects of the Title I programs on administrative structure and educational practices of the LEA's are listed below as reported.

Complete evaluation of entire reading program by reading specialist from a college faculty.

Reading program is undergoing a major change--more emphasis placed on the teaching of reading.

Teachers change attitude toward disadvantaged children, realizing special methods of instruction achieves success.

Faculty committees who evaluate the curriculum and teacher class load in school systems.

Advantages of having the curriculum to fit the child instead of the child to fit the curriculum.

The establishment of a testing program for the whole school.

More emphasis placed on the attempt to reach the potential drop-out.

Teachers in general curriculum demand new techniques and equipment that is used in the Title I programs.

Increased number of teachers enrolling in college classes to improve teaching ability and to become acquainted with the methods and equipment.

Value of individualized instruction.

Remedial reading classes inserted into the secondary curriculum.

The importance of a continual educational program for the underprivileged student. (Summer School)

Special education program placed in the general curriculum.

The value of teacher aides in the educational program.

Value of audio-visual equipment and materials.

Importance of having a kindergarten program in the school organization.

Greater interest in providing in-service training for the instructional staff. Value of outside consultants in training program.

Necessity of having a program coordinator for Title I projects and evaluations other than the superintendent of schools.

C. Non-Public Schools

Title I programs have had an effect on the administrative structure and educational practices in the non-public schools. One of the most outstanding assets has been the increased and improved cooperation between the public school administration and private school administration. Administrators and teachers from both schools have met together on planning committees to decide the greatest needs of the children in their communities. They have united together to furnish the students and the community with an improved educational program.

The following statements may well serve as an indication of the effect of Title I programs on non-public schools.

School administrators have begun to consider non-public school children as part of the total number of children in a community to be educated.

Has opened lines of communication between the non-public schools and the state educational agency.

Non-public school children have attended summer school held in public schools.

Has promoted in-service training activities shared equally with public and non-public school teachers.

Private school teachers have been employed to teach in Title I summer schools held in public school buildings.

Equipment purchased with Title I funds is shared with private schools for their use in teaching the underprivileged child.

Close cooperation between public and non-public schools in areas other than Title I programs.

Reading specialists employed by the public school with Title I funds have supervised and advised private school teachers in remedial activities.

Private school children have attended remedial classes in public schools when the private school is located within walking distance.

Special services, i.e., counselor, psychologist, speech therapist, special education, nurse, remedial reading teachers, and librarian, employed by the public school system have been permitted to perform their duties in the private school.

A testing program has been implemented in both schools by the public school counselor.

Mobile units used by the public schools in remedial programs have scheduled stops at private schools.

Private school children permitted to use and "check out" books from public school library.

VI. Additional Efforts to Help the Disadvantaged

A. State Funds Supplementing Title I Funds

State support of public education in Kansas equals approximately an average of 36 percent of the local school budget. Consequently, state funds supplement Title I funds in all programs for low-income children to some degree. Local educational agencies allocations have decreased to the extent that practically all of the federal funds are budgeted for teacher salaries. The building, utilities, transportation, maintenance, some teaching supplies, and equipment, as well as numerous other items, are paid from the general budget which is reimbursed by state funds.

State funds, supplied by the Special Education Section of the State Department of Education were used to augument Title I programs as presented in the following table.

Title I Programs Augumented With State Funds

Table No. 11

Program Area	Number of Students	Funds	
		Title I	State
Trainable Mentally Retarded	73	$ 34,168	$ 16,915
Educable Mentally Retarded	217	122,213	25,951
Speech Therapy	1005	101,661	31,824
Social Worker	4540	201,773	2,548
Psychologist	1066	52,613	14,427

State funds were used to augument eight programs for 73 trainable mentally retarded children, and sixteen programs for 217 educable mentally retarded children. One thousand five students received the benefit of speech therapy programs and 1,066 students were treated by psychologists. Social workers visited the homes of 4,540 children. The funds from the state were spent for various uses, such as salary of teachers, supplies, equipment and transportation.

Programs for homebound children and the Deaf-Blind multiple handicapped children are supported entirely by the state funds. There were 1,040 students in the home program serviced by 25 full-time and 445 part-time teachers at a total cost

of $125,000. Thirty-eight Deaf-Blind multiple handicapped children were served by three full-time teachers and 38 para-professional personnel at a total cost of $48,000.

B. Coordination of Title I Activities With Other Federally Funded Programs

Local Educational Agencies report the following federally funded programs:

Program	LEA's
Title II ESEA	247
Title III ESEA	94
Title III NDEA	163
Title VI ESEA	24
Head Start	47
Higher Education	2
Child Care	4
Neighborhood Youth Corps	134
Job Corp	12
P. L. 874 - Impacted Areas	114
Follow Through	2
Adult Basic Education	39
Model Cities Program	2
U. S. Department of Agricultural Food Program	74
Medical Aid to indigent families	20
Welfare Administration Programs	28

Title II ESEA - Title II has supplied an abundance of reading material, reference resources, audio-visual material and equipment all of which are so vital in remedial and developmental instruction. Title I funds have been used to modernize the library - media centers and place a well-qualified librarian in charge.

Title III ESEA - Programs contributing directly and indirectly toward the education of disadvantaged children are realized through the expenditure of Title III projects. Several Title III projects are cited as follows:

Hamilton -- Flint Hills Elementary Science Program Development Project for grades 6, 7, and 8 focusing on a sequence of summer workshops, inservice seminars, and local district workshops for teachers.

Kansas City -- The Wyandotte County program for retarded, proposed to (1) develop a comprehensive and complete "continuum of training" for moderately and severely mentally retarded and (2) provide aid in meeting the special problems and needs of families with such children.

Lawrence -- The Lawrence Remediation and Achievement Center establishes, operates, and provides special services to students, school personnel and parents. The services include diagnosis and remediation of problems which interfere with the learning processes; the provision of innoviative techniques and materials for teachers; demonstration facilities for in-service training; development of improved programs of instruction and counseling to serve as models for all area schools.

Olathe -- Educational Modulation Center provides: (1) materials for remediation, (2) supplementary education services, (3) educational team structure, (4) utilization of demonstration and diagnostic classroom for in-service and pre-service training, (5) summer camp program for remediation, evaluation, and development of remedial programs.

Overland Park -- A program to:(1) assist classroom teachers in identifying children with learning disabilities of a perceptual nature and to select and/or develop remedial programs of instruction, (2) to prepare the classroom teacher for such tasks as identification and remediation through extensive in-service programs, (3) to provide a consulting teacher to assist the classroom teacher in selection, development, adoption, and implementation of remedial programs for students identified as needing such programs, and (4) to provide for the teacher a central depository for instructional materials and equip the teacher in preparing and implementing remedial programs.

Pratt -- Direct services to children in the form of psychological evaluation, conferences with parents and teachers, follow-up procedures, guided reading, examination for reading and hearing.

Salina -- A project to improve educational programs for children with educational handicaps, assist the classroom teacher to improve her skills in working with children, provide a program of information to other adults interested in children with learning problems.

Topeka -- A comprehensive facility to diagnose student reading disabilities, prescribe and supervise suitable regimes of remediation for these children; and to serve as an in-service training program for teachers including a year long practicum for prospective remedial reading teachers.

Wichita -- Special Education Services and Resource Center: (1) to provide evaluative and diagnostic services to facilitate the proper educational placement and therapy of handicapped youth, (2) to supply supportative services to enable handicapped children and youth to enter, remain in, or re-enter appropriate educational or training programs, (3) to provide supplemental programs for severely handicapped children and youth and (4) to discover effective child study and child adjustment procedures for handicapped children.

Title III NDEA -- Funds have been used in Title I schools to purchase equipment and instructional supplies.

U. S. Department of Agriculture Food Programs - These funds and commodities have been used with Title I funds to feed disadvantaged children.

The state educational agency encourages local educational agencies to participate in other federally funded programs. The extent and final decisions regarding participation are determined on the local level. The examples mentioned only exemplify the coordination between Title I projects and other federally funded projects and serves to elucidate the nature of this coordination rather than serve as descriptive of the extent of cooperation.

VII. Compensatory Education for Non-Public School Children

The state educational agency requires the LEA to submit a prepared form signed by both the public school representative and the non-public school representative as part of the project application. The form documents that the public school and non-public school personnel have cooperatively planned and developed the Title I program.

Procedures used by the public school officials to obtain participation of non-public school personnel in developing and implementing Title I programs. The number represents individual LEA's using each procedure or combination.

Personal contact (conferences or one to one)----------76

Written contact (memos, letters, etc.)----------44

Telephone contact (follow-up information)----------74

Revised course scheduling to facilitate non-public participation by either the public or non-public school----------24

Public/non-public liaison person hired or assigned by the public school----------12

Close cooperation exists, no need to stimulate involvement---------- 9

The following examples are representative of the many statements appearing in LEA evaluations documenting this joint effort expended by public and non-public school personnel.

"Conferences with private school officials were held, surveys were administered, and joint staff meetings sponsored to discuss the most urgent needs of children within our district."

"Our counselor tested the non-public school children the same as those in the public school."

"We have always attempted to reach the deprived children irregardless of the school assignment."

"Private schools in our community are enthusiastic concerning the opportunities afforded by Title I and are eager to cooperate in planning the programs."

Non-Public School Student Participation

Table No. 12

Activities	Number of Students Participating	Location of Program		
		Public School	Private School	Both
Reading	1615	56	18	3
Health-Nurse	1014	3	11	2
Counseling	554	2	7	2
Library	539	7	2	2
Mathematics	343	23	2	2
Speech Therapy	257	6	5	0
Music	143	3	2	0
Physical Education	138	2	1	0
Psychologist	86	3	2	0
Kindergarten	81	5	0	0
Night School	20	1	0	0
Language Arts	17	3	0	0
Cultural Enrichment	14	2	0	0
Summer School	1143	57	0	0

Seventy six LEA's reported having non-public school children in their programs. The number represents 26 percent of the LEA's sponsoring Title I programs. Twenty-four percent of the regular school term and 28 percent of the summer school Title I programs revealed non-public school children participating in activities. Seventy-five percent of the 76 LEA's reporting non-public school children participation in their Title I programs conducted summer school sessions. Seventy percent of the activities involving non-public school children are implemented in the public schools. Scheduling and transportation are the two most outstanding problems confronting the two types of schools. During the summer, there are no conflicts between the schools, which tends to make summer school the most popular time of the year. One to one services are most easily implemented in the non-public school of all Title I activities. However, the number of Title I reading classes conducted in non-public schools is increasing each year. The public school administrators are realizing it is the underprivileged child, regardless

of school assignment, that must be served by Title I programs. Consequently, marked improvement in cooperation and increased number of available activities are resulting in increased number of non-public school participants in the Title I activities.

One LEA describes their treatment of non-public school children as follows:

"Elementary private school students, whose reading achievement level is retarded to a greater extent than is acceptable by private school teachers, are referred for summer reading in a public school. In the eight week summer program they are diagnosed and an individualized prescriptive program is worked out for each private, as well as, public school student. Pre and post program acheivement test scores are obtained and recorded on each student. The student then receives one hour of individualized help, with a wide selection of teaching devices utilized, for the forty day duration of the summer program. Teachers are specialized in the area of remedial reading and about six students are worked with at one time, rotating among the various teaching-aid stations."

Refer to number V, Section C, for additional information involving non-public school participation.

VIII. Teacher-Teacher Aide Training Program

The state educational agency requested LEA's to insure the coordination of in-service training for educational aides and professional staff that would be working together in Title I programs. It was suggested teacher aide programs provide for an intensive orientation period prior to job participation; there should be periodic individual conferences, small group siminars and other in-service experiences throughout the year. Every reasonable effort should be expended to provide a training program relevant to the needs of the children and teachers of such quality as to assure significant assistance. Suggested appropriate skills and concepts to be developed in teacher teacher-aide training program included:

1. An understanding of the school systems philosophy of education.
2. Orientation to the policies and procedures established by the LEA.
3. An understanding of the ethical conduct required of the teaching profession.
4. The nature of child growth and development.
5. Some understanding of the dynamics of group and individual relationship.
6. The preparation and presentation of multi-sensory aides to learning.

7. The proper recording and interpretation of pupil activities.

8. The monitoring, scoring, and recording of objective standardized tests.

9. Assisting in non-professional activities of playgrounds, lunchrooms, corridors, study halls, and other educational recreational facilities.

10. The collection, accounting and disposition of pupil fees.

11. The maintenance and custody of pupil accounting records.

12. Thorough knowledge of operation of equipment.

Teacher-teacher aide training was implemented by a variety of methods and procedures, some of which are listed below:

Elementary principals, directors of elementary education, curriculum specialists, federal project coordinators, counselors, psychologists, classroom teachers, and experienced aides conducted training sessions within the school system.

Attendance and participation in workshops conducted at the three state teachers colleges, universities, educational resource centers, book publishing companies and regional clinics.

Attendance at in-service training sessions conducted by commercial firms and salesmen.

Enrolling in extension courses offered by various institutions of higher learning.

Attendance at in-service training meetings held during the school year for the teaching staff.

By attending professional conferences and meetings.

Visiting other LEA's and monitoring their programs.

Teacher-Teacher Aide Development In-Service Training

Table No. 13

Nature of Training	Number of LEA's
Use of equipment	278
Improvement of teaching techniques	196
Improvement of use of materials	273
Improvement of teaching methods	196
Other	39
Conducted by	
Local staff	226
University-college personnel	139
Consultants-salesmen of commercial firms	104
Other professional personnel	193
Location of Training	
Local area	278
College campus	114
Other	42
Participation	
Number of Title I staff	2042
Number of other staff	1847
Number of teacher aides	518
Estimated cost of in-service training for teacher - teacher aide program	$ 81,500
No in-service training provided	14

Two hundred seventy-eight LEA's representing 95 percent of the total number operating Title I programs offered in-service training for the improvement of staff members, including teacher aides.

Specific examples of joint training programs:

"The Title I teachers and teacher aides participated in a three-day in-service training program which included time for organizing, planning, and orientation to the Title I program. A half day workshop on disadvantaged children was conducted by Dr. William Powers, an assistant professor in the Education Department of Ft. Hays Kansas State College. Two days were provided at the end of the Title I program to assist in the evaluation of the various activities in the project."

"All 45 elementary instructional aides will be required to attend a one-week in-service training program. Half of the time will be a joint training session involving aides, teachers, and principals. Each aide will receive training in the use of machines and audio visual aides currently used in the instructional program. Professional staff with the help of some experienced aides will conduct the workshop."

"A total of seventeen instructional aides were employed and utilized in the primary classes in four elementary schools. An in-service training program conducted as follows: Training held on five alternate Saturday mornings, sessions varying from two to five hours each. Two follow-up sessions held - one in February and one in April. Teachers and teacher aides trained together during five of the seven sessions. Topics discussed:

1. Specific needs of various types of aides (media, classroom, library, etc.)

2. How to use aides (chiefly for teachers)

3. Interpersonal relations laboratory

4. How people work together harmoniously and effectively

5. Basic understanding of how children learn

6. Teacher-aide-pupil-family relationships

7. Self assessment as an aide or teacher

8. Evaluation (review and recommendation session)."

"Six days of in-service training for teachers and aides divided into two parts. First three days of in-service training held for educational aides where they viewed and discussed films, filmstrips and written materials concerning Title I and what the program is attempting to accomplish. The last three days, the teachers and aides attend "Professional Days", which include various general meetings, as well as, grade and departmental meetings. In addition to the six days, the aides spend four hours in-service training in the individual building to which they have been assigned."

IX. Community and Parent Involvement

Local educational agencies report the following types of parent and community involvement in planning, coordinating and implementing Title I programs.

Type of Involvement	Percent of LEA's
Parent-teacher conferences	74%
Group meetings of parents to explain how Title I activities meet student needs	42%
Parents helping students practice reading at home	15%
Parents visiting Title I classrooms	32%
Parents involved in the planning of Title I programs	73%
Parents serving as paid aides	39%
Parents serving as voluntary aides	14%
Active parent teachers associations aiding Title I programs	27%
Title I programs at civic clubs	11%
Radio programs	05%
Newspaper articles	97%
Open house	22%

Representation on the advisory committees illustrates parent and community involvement in planning Title I programs. Local Educational agencies reported the following groups represented on their advisory committees.

Groups Represented	Percentage of LEA's Reporting
Parents of disadvantaged children	100%
Other parents	95%
Community action	35%
Head start	15%
Teaching staff	100%
Administration	24%
Private school	26%*

*There are only 26 percent of the LEA's having non-public schools within the boundaries of their district.

Groups Represented	Percentage of LEA's Reporting
Model Cities	01%
Neighborhood Youth Corp	12%
Others	32%

Included below are some examples of parent and community involvement in Title I projects.

"Many parents were involved through personal contact by the home visitors. Also the school psychologist held many conferences with parents. Regular classroom teachers and special teachers held regular planned conferences with parents. A number of our Title I staff members made speeches before various service clubs and other organizations. Some of the clothing collected by both individuals and organizations was distributed by home visitors and school nurses. The Geary County Agricultural Extension Office provided class work in basic sewing and foods; this was geared particularly for low income mothers. The home visitors assisted in this effort by encouraging certain clients to attend these classes. In cooperation with both the local and state agricultural extension offices, arrangements were made for the older children enrolled in the summer program called "Project Satisfy" to participate for one week in the Rip Rocket Day Camp. This particular week of the Rip Rocket Day Camp was set up on the playground of Washington School where Project Satisfy was being conducted. The Project Satisfy teachers assisted with the day camp activities. The purpose of the Rip Rocket Program was to instruct and provide actual experiences in improved nutrition for low income children. Another example of community involvement was the organization and placement of volunteer teacher aides in all of the special education classrooms. This is mentioned here because it involved the school psychologist who is responsible for helping with the mentally handicapped."

"Parent-teacher conferences were held twice a year. At this time materials used and samples of the children's work was explained. Parents were encouraged to listen to their children read and show interest in books. Brochures were given to the parents concerning helping their child at home and reading to their children. Parents were encouraged to visit the reading classes. Talks and demonstrations were given by Title I staff members and Title I reading students at P.T.A. meetings at various times during the school year. Parents were interested and visited with the Title I staff members concerning the need for reading instruction for their child. On open house night, parents visited the reading rooms to review the equipment and materials that were available for their child to use."

"The program of the reading room was presented at one Lion's Club Meeting (local Lions bought the Winter Haven Program for primary use) and P.T.A. A project night was held at the Junior High and youngsters demonstrated the use of various pieces of equipment and explained record keeping of progress, charts, etc., to visitors.

A number of community people were helpful in the many field trips mentioned before. Volunteer mothers have been involved in the reading program."

"Members of the advisory committee aided with transportation when the four-year-olds visited the library. They also helped with the individualized reading program. Parents met with the planning committee to be informed about the program and help make future plans. They also discussed the individual needs of their children when the need arose. Book clubs provided preschool books for the Story Hour. PTA furnished treats for the same group. Service Clubs made some donations to this project. Parents and community were kept informed by the local radio station, the daily newspaper, bulletins sent at various times, various club and civic organizations were presented programs by Title I personnel and school administrators."

"The parents received feedback on their child's progress by a direct report at the parent-teacher conferences, by means of the progress report, students were asked to read for ten minutes each evening to their parents, folders of daily work and tests were kept, and the results were tabulated and put on graphs to be taken home for the parents to see."

"The role of the parents in the reading program is one which is outstanding. When a student is recommended for a reading class, the teacher contacts the parents and explains that their child has been referred to the reading center and answers any questions raised by them. Parents are informed periodically of their children's activities in the reading center and come to the center in October and April for first and second semester parent-teacher conferences. Parent-teacher conferences were extremely valuable in that special contact and rapport with the parents were established. Consequently, a parent-student-teacher relationship was formed in which lines of communication were opened and maintained. At the conferences, the teacher informed the parents about the results of the standardized testing battery, avenues of remediation techniques were discussed, questions answered, and a knowledge of the reading center was established as the teacher showed parents the various kinds of materials used by the students. Parents voiced approval and gratitude for the reading program and appreciated knowing how their children used the center. Parents even enjoyed samplings of experimentation with some of the reading machines and said that they, too, would like to be in the reading centers! It is also significant that of the 38 students enrolled in reading this past year, contact was affirmed with all parents of the students. Parents of 36 out of the 38 came for conferences; the others received letters and/or telephone calls from the teacher to keep them informed about their children's progress."

Part II

STATE ANNUAL EVALUATION SUPPLEMENT

I. Student Needs

A. Identification of Student Needs

Local educational agencies employed several procedures and/or combination of procedures to identify specific needs of children within their school districts.

Table No. 14

Procedures	Percent of LEA's Reporting
Test scores	57%
Teacher evaluations	78%
Principals	24%
Parents	9%
Advisory Committee	11%
Parent-teacher conferences	13%
Proper age per grade	3%
Psychologists	7%
Counselors	5%

B. Most Pressing Needs of Children

The most pressing needs of children as listed by local educational agencies.

Table No. 15

Needs	Percent of LEA's Reporting
Low level reading achievement	83%
Low level mathematics achievement	46%
Individualized instruction	36%
Improved health services	24%
Improved self-image - self-confidence	22%
Improved attitude toward school	18%
Personal services (counselors, psychologists, etc.)	16%
Special education	15%
Improved media center	14%
Elementary physical education	12%
Pre-school kindergarten	11%
Cultural enrichment	10%
Vocational goals	8%
Improved nutritional balance	6%

C. Projects Selected for Specific Needs

Programs developed by local educational agencies to meet the specific needs of children within their districts.

Table No. 16

Activities	Percent of LEA's Reporting
Reading	83%
Mathematics	69%
Health-nurse	21%
Library	20%
Physical education(Elementary)	14%
Kindergarten	13%
Counseling	12%
Speech therapy	8%
Handicapped	7%
Psychologist	5%
Music	5%
Art	5%
Food	5%
Social worker	3%
Industrial arts	2%
Home economics	1%

The above three tables tend to indicate the LEA's are attempting to implement activities to meet the needs of the underprivileged children within their school district. The students identified; specific needs of these children itemized; activities implemented have been those designed to meet the greatest weaknesses as designated.

D. Pupil-Teacher Ratio

Pupil-teacher ratio employed by LEA's when implementing activities to meet the needs of underprivileged children.

Table No. 17

Pupil-teacher ratio	1-1	2-1	3-1	4-1	5-1	6-1	7-1	8-1	9-1	10-1	over 10-1
Percent of activities	5	3	5	10	18	18	11	13	3	7	7

Local educational agencies used a pupil-teacher ratio of 5-1 in 18 percent of the activities; 93 percent of the activities were implemented by a teacher-pupil ratio of 10-1 or less.

II. Continuing Education of High School Graduates

Graduates from Title I high schools continuing education beyond the 12th grade during a period of four years.

Table No. 18

	Graduates from Title I high schools			
	1967	1968	1969	1970
Total number of graduates	24,054	22,904	23,541	23,403
Number of schools	391	335	326	326
Mean size of of class	61.5	68.3	72.2	71.8
Number of graduates continuing education	13,989	13,990	15,066	14,655
Percentage continuing education	58.15	61.08	63.99	62.62

The number of graduates continuing education beyond high school steadily increased during the years 1968, 1969, and decreased slightly in 1970. The percentage of the total graduating class continuing education in 1967 was 58.15; 1968 - 61.08; 1969 - 63.99 and 1970 - 62.62. The 1970 percentage represents the first decrease (1.37%) from the previous year of students continuing education; however, the 1970 percentage depicts an increase of 4.47 percent over 1967, and 1.54 percent over 1968 graduating classes.

III. Drop-out Rates

Drop-out rates for Title I project schools compared with all public schools in state over five-year period.

Table No. 19

	1965 - 1966		1966 - 1967		1967 - 1968		1968 - 1969		1969 - 1970	
Grades	Title I schools	all other schools	Title I schools	all other schools	Title I schools	all other schools	Title I schools	all other schools	Title I schools	all other schools
12	.0397	.0297	.0313	.0294	.031	.0273	.0341	.0257	.0336	.0304
11	.0418	.0273	.0373	.0214	.045	.0295	.0442	.0247	.0432	.0299
10	.0428	.0273	.0405	.0247	.044	.0316	.0434	.0302	.0438	.0317
9	.0184	.0093	.0129	.0057	.019	.0068	.0151	.0062	.0133	.0081
8	.0052	.0028	.0049	.0027	.007	.0023	.0045	.0033	.0051	.0042
7	.0027	.0005	.0021	.0004	.005	.0007	.0033	.0007	.0029	.0005

IV. Students Per Grade Level In Five Activities

Number of students per grade level in the five Title I activities implemented by the greatest number of LEA's.

Table No. 20

Grades	Reading		Mathematics		Health-Nurse		Speech Therapy		Counseling	
	Regular	Summer	Regular	Summer	Regular	Summer	Regular	Summer	Regular	Summer
K	506	152	7	514	1723	22	344	76		
1	1010	1949	37	596	2725	35	312	72	157	42
2	2316	2271	39	970	3981	59	252	80	166	22
3	3108	3608	72	1193	2954	149	180	69	306	164
4	3128	3035	99	998	2945	162	152	79	397	135
5	3017	2069	95	787	2908	151	125	71	307	122
6	2554	1748	93	793	2721	79	103	67	305	132
7	2160	1004	300	468	1920	44	73	61	370	101
8	1906	691	73	89	1265	38	62	33	345	98
9	700	173	39	42	1077	9	31	17	246	
10	1136	99	42	32	1209	10	30	6	333	
11	542		57	15	1006	8	30	6	283	
12	384		11		3		26	2	382	
Total	22467	16799	964	6497	25531	756	1720	639	3597	816

A P P E N D I X

TITLE I VISITATION

SCHOOL NAME _____ NUMBER _____ DATE _____

SUPERINTENDENT _____ PROJECT DIRECTOR _____

YES	NO		
___	___	1.	Are names of students of low-income families and how they were identified on file, and do these names correspond with the number reported on the application?
___	___	2.	Is a list of names of all students who are educationally deprived and how they were identified on file, and do these names correspond with the number on the application?
___	___	3.	Is an advisory committee actively involved in planning the Title I Program.
___	___	4.	Are parents of participating students (identified students) involved?
___	___	5.	Are Title I Programs operated only in target area and include only identified students?
___	___	6.	Has LEA kept up its expenditure effort in target and non-target areas?
___	___	7.	Are programs which meet the (number one) need of educationally deprived students given first priority?
___	___	8.	Do LEA's have proper administrative, financial controls, and records of Title I projects?
___	___	9.	Is Title I Administration under the direct Supervision of regular School Administrative Staff?
___	___	10.	Are persons employed in project paid wages that are comparable to non-project personnel?
___	___	11.	If employed less than full time, are proper documentations kept to determine that the pay is in accordance with time worked?
___	___	12.	Have funds from all available sources other than Title I been used when possible?

___ ___ 13. If transportation is a part of project, see that such cost is not excessive.

___ ___ 14. Are Title I teachers properly certified in the subject and grade level they are teaching both in school time and summer programs?

___ ___ 15. Is Title I equipment and supplies being used only in Title I programs?

___ ___ 16. Is all Title I equipment marked as required?

___ ___ 17. See that arrangements are made for proper evaluation.

___ ___ 18. Is Comparability Form Ratio equal in Title I schools?

SIGNATURE OF LEA REPRESENTATIVE _____

SIGNATURE OF SEA REPRESENTATIVE _____

COMMENTS _____

TO: Superintendents

FROM: Henry Parker, Title I Director
State Department of Education
Topeka, Kansas

DATE: February 16, 1970

SUBJECT: Regional Meeting to Discuss the 1970-71
Title I Application, Evaluation, Etc.

The time has arrived when we must be planning for fiscal year 1971 programs, even though the financing of these programs is unknown.

We urge that the person responsible for planning and supervising the program attend one of these meetings.

We are still being audited as is your program by the federal auditor; and, from this audit, we find that it will be necessary for some LEA's to make changes in their operation.

Below is a schedule giving the location, time, and date of the meetings.

TOWN	DAY	MONTH	DATE	TIME	LOCATION
Chanute	Monday	March	9	9:00 A.M.	Chanute Junior College 10th and Allen Use north parking lot
Wichita	Tuesday	March	10	9:00 A.M.	Wichita City Library Conference Room, 3rd floor 200 block on South Main
Greensburg	Wednesday	March	11	9:00 A.M.	Primary Building, Reading Room, 600 South Main
Garden City	Thursday	March	12	9:00 A.M.	Coop Center 106 N. 6th Street
Lawrence	Monday	March	16	9:00 A.M.	South Junior High 28th and Louisiana
Abilene	Tuesday	March	17	9:00 A.M.	High School Cafeteria 1300 North Cedar
Colby	Wednesday	March	25	9:00 A.M.	Intermediate Building Aud. 710 West 3rd Street
Hays	Thursday	March	26	9:00 A.M.	Washington Elementary Gym. 305 South Main

REGIONAL TITLE I MEETINGS MARCH 1970

296 Eligible Title I schools

8 Regional Meetings: Chanute, Wichita, Greensburg, Garden City, Lawrence, Abilene, Colby, and Hays

410 school men attended the meetings
34 Eligible schools did not attend the meetings
262 Eligible schools were represented at the meetings

89% of the eligible LEA's were represented (This compared to 78% in 1969)

51.25 average meeting attendance
32.75 average number of LEA's per meeting

Smallest attendance--Greensburg--22
Largest attendance--Lawrence--92
Smallest number of LEA's present--Greensburg--16
Largest number of LEA's present--Lawrence--60

The allocation for the 34 schools not attending represents $313,331 of the states allocation of $8,845,091 or 3.5%

96.5% of the states allocation was represented at the meetings

38% of the LEA's not attending have an allocation of less than $5,000

29% of the LEA's not attending have an allocation of more than $10,000

35% of the LEA's not attending have regular school year programs

20% of the LEA's not attending have both summer and regular school programs

45% of the LEA's not attending have only summer school programs

Date	Location	Schools	Representatives
March 9	Chanute	35	61
March 10	Wichita	45	68
March 11	Greensburg	16	22
March 12	Garden City	18	26
March 16	Lawrence	60	92
March 17	Abilene	40	53
March 25	Colby	17	30
March 26	Hays	36	58

Public - Private Schools

TARGET AREA

The first step the public school administrator takes in formulating a Title I project is to define target area by using the percentage of children from low-income families in each of his attendance centers. (In finding this percentage, he counts all children (5-17 years of age) from low-income families living in these centers--those enrolled in the public schools, those enrolled in private schools, and those not enrolled in any school.)

EDUCATIONALLY DEPRIVED

The next step is to determine the needs of the children--public, private, and those not enrolled--who are educationally deprived and who live within the target area.

RESPONSIBILITY

The responsibility for identifying areas of concentration and designing projects rests wholly with the public educational agency. It would be beneficial, however, for the applicant to consult with private school officials so as to better determine the special educational needs of educationally deprived children enrolled in private schools. (Title I Director recommends that this procedure be followed.)

PROJECT

All special services or arrangements provided under Title I must, however, be specifically designed to meet the special educational needs of educationally deprived children. The extent of the opportunity for participation by private school children in Title I programs should be based on the number of educationally deprived children enrolled in such schools who are in need of the services so provided. There must be genuine opportunity for these students to participate in the program.

The procedure as outlined above has been followed:

Public School Representative _____ _____
(Signature) (Date)

Private School Representative _____ _____
(Signature) (Date)

Public Law 89-10, Section 205 (a) (2)

To the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, the local educational agency must make provision for including special educational services and arrangements in which such children can participate.

(Instructions on back)

PUBLIC - PRIVATE SCHOOL FORM 1-15

1. A Title I program must be designed and conducted to meet the needs of deprived children from both the public schools and the private schools in the district. A representative of the public schools and a representative of the private schools must sign this form to indicate a mutual agreement of the program to be offered.

2. If no private schools exist in the project area, the form is to be marked "not applicable" and returned with the project application.

TO: Superintendent of Schools and
Title I Coordinator

FROM: Henry A. Parker SUBJECT: Private Schools

The responsibility for identifying areas of concentration and designing projects rests wholly with the public educational agency. It is advisable to consult with the private school officials to better determine the needs of their educationally deprived children.

Determine the number of low-income children attending private schools.

Determine the number of educationally deprived children living in target area attending private schools.

Identify needs of educationally deprived children from (3) above. (Should work with educators of private schools.)

To the extent consistent with the number of educationally deprived children in the school district of the Local Educational Agency who are enrolled in private schools, such agency must make provision for special educational services and arrangements in which such children can participate.

This title does not authorize direct grants or benefits to private schools. The services and arrangements provided for educationally deprived children enrolled in private schools should be designed to benefit the children rather than the school they attend.

Only special services and arrangements of a theraputic, health, remedial, welfare, guidance, counseling or a similiar nature may be provided on private school premises and then only when such services or arrangements are not normally provided by the private school.

Opportunities for children attending private schools to participate on the basis of geographical area must be substantially comparable to those provided to children enrolled in public schools.

The law prohibits the paying of salaries of teachers or other employees of private schools or the construction of private school facilities.

Mobile educational equipment, if necessary for the successful operation of project activities, may be temporarily placed in private schools, but title to equipment must be in a public agency. Such equipment must not be allowed to remain on private school premises any longer than necessary, and in no event after the end of the period for which the project was approved.

The Local Educational Agency must provide satisfactory assurance that the control of funds provided under this title, and title to property derived therefrom, shall be in a public agency for the purposes provided in this title, and that a public agency will administer such funds and property.

Project funds or property cannot be used for the benefit of any private agency or school.

Projects which benefit children who do not attend public schools should be evaluated to the same extent as any other project.

Before a State Educational Agency may approve a grant, it must determine that the applicant has provided sufficient opportunities for the participation of educationally deprived children enrolled in private schools who reside in project areas.

ESEA TITLE 1-3 (2-68)

STATEMENT BY COMMUNITY ACTION AGENCY OR OTHER AGENCY PROVIDING SERVICES IN COORDINATION WITH A TITLE I PROGRAM

under ESEA, Public Law 89-10, as amended

NOTE: See "Instructions" on reverse side before completing this form.

SECTION I- TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY CONDUCTING TITLE I PROGRAM. COMPLETE 1, 2, AND 3 BELOW. ATTACH THIS STATEMENT TO A COPY OF THE TITLE I APPLICATION, AND SUBMIT TO THE AGENCY NAMED IN ITEM 2.

1. Name & Mailing Address of Local Educational Agency	2. Name & Mailing address of Agency Providing Coordinated Services
3. Date this Statement Should be Returned to LEA	

SECTION II- TO BE COMPLETED BY APPROPRIATE CAA AND BY ANY AGENCY PROVIDING SERVICES TO BE COORDINATED WITH TITLE I PROGRAM. PLEASE PROVIDE THE INFORMATION REQUESTED UNDER ITEMS A AND B SHOWN BELOW. THIS STATEMENT MUST BE SIGNED, DATED, AND RETURNED TO THE LEA NOT LATER THAN THE DUE DATE INDICATED UNDER SECTION 1-3.

		YES	NO
A	ARRANGEMENTS FOR CONSULTATION AND PLANNING		
1	Was consulted on the analysis of needs of children in low income areas		
2	Was consulted on resources available to meet those needs		
3	Participated in planning for use of available resources to meet the needs of educationally deprived children in low-income areas		
4	Is planning to provide or to fund specific services to be coordinated with the LEA's Title I Program (If "Yes", identify & briefly describe the types of services to be provided)		

B DESCRIPTIONS, COMMENTS, AND RECOMMENDATIONS. (Be sure to include concise explanation of any "No" responses in Item A-1, 2, or 3 above).

Name & Title Of Authorized Agency Representative	Signature of Representative	Date of Signature

INSTRUCTIONS FOR COMPLETING STATEMENT BY COMMUNITY ACTION AGENCY OR OTHER AGENCY PROVIDING SERVICES IN COORDINATION WITH A TITLE I PROGRAM

PURPOSE

The local educational agency (LEA) designated in Item 1 is applying for funds for a project under Title I of the Elementary and Secondary Education Act of 1965, as amended. The State educational agency has final authority to approve the project after making certain determinations required by the Act. One of these determinations is that, in the development of the project, the applicant has taken into consideration the benefits available for educationally deprived children through other agencies, including community action agencies, and has provided for the coordination of the Title I projects with the programs of those agencies. In making this determination, the State educational agency will consider the information provided on this form.

SECTION I - IDENTIFICATION OF LEA AND COORDINATING AGENCY

ITEM 1 - NAME AND MAILING ADDRESS OF LOCAL EDUCATIONAL AGENCY – If the name of the LEA is not filled in when you receive the form, please enter the information as it appears on the application form or contact the authorized representative of the LEA for the exact information.

ITEM 2 – NAME AND MAILING ADDRESS OF AGENCY PROVIDING COORDINATED SERVICES – Be sure that the agency is identified by its official name and that all other items of information are correct.

ITEM 3 - DATE THIS STATEMENT SHOULD BE RETURNED TO LEA – It is expected that the agency completing this form will be able to do so by the date indicated by the LEA. If the form cannot be completed by that date, the agency should contact the LEA and request that the time be extended to another date.

SECTION IIA – ARRANGEMENTS FOR CONSULTATION AND PLANNING

Check "Yes" or "No" for each of the four questions as appropriate.

SECTION IIB – DESCRIPTION, COMMENTS, AND RECOMMENDATIONS

Explain any "no" responses on items A1, A2, and A3 and, if the response to A4 is "yes," describe services the agency will provide, and the proposed procedures for coordination with Title I activities. The agency's recommendation on those aspects of the project in which it is particularly interested should also be included.

GPO : 1968 O—297-739

Guidelines for activities of teacher aides are laid down

TOPEKA (AP) – Guidelines for the activities of teachers aides in Kansas were stated Wed. by Atty. Gen. Kent Frizzell.

"A board of education may hire non-certificated personnel to do virtually anything except teach," Frizzell said.

State law authorizing the hiring of teachers aides states that boards of education may employ non-certificated personnel to "supervise pupils for noninstructional activities."

"Such personnel may in our opinion supervise the lunchroom, the study hall, the playground, and other similar activities, and may also act as helper or aide in the classroom as has already become the custom in some schools," the attorney general said.

His views were outlined in a letter to David Kester, attorney for the state Department of Education.

Frizzell said the term "supervise" carries with it the authority to direct, control or manage.

"Therefore, it is our opinion that non-certificated personnel —when engaged in authorized activities—would have full authority to carry out their duties, including maintaining discipline and order when necessary," Frizzell said.

"When such personnel are merely acting as helpers in the classroom, however, then we believe that authority would devolve only upon the teacher."

Title 1 NEWSLETTER

Kansas State Department of Education

120 East 10th Street Topeka, Kansas 66612

J U N E, 1 9 7 0

I. TEACHER CERTIFICATION

The State Board of Education has adopted the following action for emergency filing with the Revision of Statutes:

"Change to September 1, 1971, the effective date for all rules and regulations published in the 1970 CERTIFICATE HANDBOOK with an effective date of September 1, 1970, and also change words, 'Effective until September 1, 1970' to read, 'Effective until September 1, 1971' in all rules and regulations published in the 1970 CERTIFICATE HANDBOOK where this statement appears."

If passed as adopted, reading teachers will have until September 1, 1971, to meet new certification requirements.

II. TITLE I AMENDMENTS

I.

The following sections are included in P.L. 91-230 of the 91st Congress, H.R. 514, dated April 13, 1970. This information is important to all LEA's and should be read carefully.

SECTION 108

Amends Section 105(a)(1) to provide bonus payments to teachers in Title I schools.

a. Specifications for regulations

(1) Provide for the designation of teachers to receive such payments.

(2) Maintain the concept that Title I payments are to be made for programs and projects designed to meet special educational need.

(3) Require that such payments be made only to teachers who in the course of their regular duties are carrying out specific activities as part of a Title I program.

(4) Limit the provision to public school teachers.

(5) Define "teacher" for purposes of this subsection.

b. Teachers whose salaries are paid in whole or in part from funds provided under this title may be compensated at levels which are higher than for other teachers in the district, provided such levels are not deemed to be excessive.

(1) All payments to be provided in accordance with (1) and (2) shall be set forth in applications and specifically approved by the State educational agency.

Any LEA who follows this section will first have to contact the SEA for justification of such a program.

"Parental Involvement and Dissemination

"Section 415. In the case of any applicable program in which the Commissioner determines that parental participation at the State or local level would increase the effectiveness of the program in achieving its purposes, he shall promulgate regulations with respect to such program setting forth criteria designed to encourage such participation. If the program for which such determination provides for payments to local educational agencies, application for such payments shall--

"(1) set forth such policies and procedures as will ensure that programs and projects assisted under the application have been planned and developed, and will be operated, in consultation with, and with the involvement of, parents of the children to be served by such programs and projects;

"(2) be submitted with assurance that such parents have had an opportunity to present their views with respect to the application; and

"(3) set forth policies and procedures for adequate dissemination of program plans and evaluations to such parents and the public."

"Fiscal Year 1971 applications which do not show evidence of parental involvement, as outlined above, will not be approved."

"Prohibition Against Supplanting State and Local Funds With Federal Funds

"Section 109. (a) Paragraph (3) of Section 105 (a) of Title I of the Elementary and Secondary Education Act of 1965 is amended to read as follows:

"(3) that (A) the local educational agency has provided satisfactory assurance that the control of funds provided under this title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this title, and that a public agency will administer such funds and property, (B) Federal funds

made available under this title will be so used (i) as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs and projects assisted under this title, and (ii) in no case, as to supplant such funds from non-Federal sources, and (C) State and local funds will be used in the district of such agency to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in such district which are not receiving funds under this title: Provided, That any finding of noncompliance with this clause shall not affect the payment of funds to any local educational agency until the fiscal year beginning July 1, 1972, and Provided further, That each local educational agency receiving funds under this title shall report on or before July 1, 1971, and on or before July 1 of each year thereafter with respect to its compliance with this clause;".

"(b) The amendment made by subsection (a) shall be effective with respect to all applications submitted to State educational agencies after thirty days after the date of enactment of this Act. Nothing in this section shall be construed to authorize the supplanting of State and local funds with Federal funds prior to the effective date of the amendment made by this section."

"A new form is being devised and will be sent you shortly to be used to report on comparability."

Suggested language for regulations on Section 416

"(1) The Commissioner shall not make an allocation to a local educational agency which has been found not to be in compliance with title IV of the Civil Rights Act of 1964 and, in the case of a county, shall reduce the amount for such county by the amount that would otherwise be allocated to a local educational agency which is not in compliance with that Act. Payments of such amounts shall not be made to the State under title I of the Elementary and Secondary Education Act of 1965 but such amounts shall be made available to the Commissioner for grants to local educational agencies in that State under title IV of the Civil Rights Act of 1964.

Section 111 (b)

"Amends Section 105(a)(7) to require that annual evaluation reports relating to performance be reported with reference to "performance criteria."

Suggested language for the regulation

"(1) Each application shall include a description of the performance criteria by which the local educational agency will evaluate

More changes are being made on the enrollment forms for migratory children. The new forms will not be ready for some time; therefore, you should use the same forms used last year.

IV. EVALUATION

Draft copies of the 1970 Consolidated Program Information has been received by the State. The copies are for informational purposes to provide some insight into the final report forms which are scheduled to be delivered around the end of the fiscal year (June 30). The new state sample has been submitted to the State by USOE. The 1969 sample was composed of 26 LEA's; the 1970 state sample has been increased to 70 LEA's. All LEA's included in the 1970 sample will receive information by mail during the first week of June.

the program or projects proposed in the application. The State educational agency shall not approve a program or project for the improvement of educational performance unless it finds that performance criteria consistent with the objectives of the program or project have been set forth in the project application. The purpose of such criteria shall be to establish by reference to appropriate objective measures the change in educational achievement or performance the local educational agency desires to bring about through the implementation of one or more activities or services set forth in the application.

"(2) The local educational agency shall submit annually to the State educational agency a report on the evaluation of its program or projects. Such report shall include the performance criteria as set forth in the application and appropriate data showing whether or not the performance of the children involved has been raised to the levels specified by such criteria."

Directions for Use of Holdover Funds

a. Suggested language for regulation

"(1) Funds appropriated under this title for each of the fiscal years beginning July 1, 1969, 1970, 1971 and 1972 shall be available for expenditure in that year or in the succeeding year. Funds available for a fiscal year shall be requested for specific purposes and accounted for separately from the funds available for another fiscal year. Expenditure of funds from two consecutive fiscal years may be coordinated but such funds shall not be commingled.

"(2) Each State educational agency and each local educational agency shall report on the expenditures of funds under this title with reference to the year for which the funds were appropriated. (This means that a separate budget must be made to cover "holdover" funds and separate quarterly reports and evaluations must be made. The Fiscal Year 1970, "holdover" funds may be used for the same activities as are included in the Fiscal Year 1971 (new) application but separate budgets must be submitted)"

A form is being devised for the use of carryover funds and will be sent to each LEA in the near future.

Section 110 - Amends Section 105(a) of ESEA to require that the application, required reports and evaluation, and all other pertinent documents be public information.

III. MIGRANT INFORMATION

St. Francis will sponsor a summer program for children of migratory agriculture workers this summer.